DOCUMENT RESUME

ED 139 970 CE 010 991

TITLE	Fundamentals of Child Care Occupations. Performance Objectives. Criterion Measures. Home Economics.
INSTITUTION	Duval County School Board, Jacksonville, Fla.
PUB DATE	[75]
NOTE	77p.; For related documents see CE 010 985 and CE 010 992
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	*Behavioral Objectives; *Career Exploration; Child Care; *Child Care Occupations; *Child Development; *Criterion Referenced Tests; Curriculum; Curriculum Guides; *Job Skills; Occupational Home Economics; Secondary Education

ABSTRACT

Several intermediate performance objectives and corresponding criterion measures are listed for each of four terminal objectives for a fundamentals of child care occupations course. The materials were designed to prepare students for entry level employment in jobs involving the care and guidance of children. Major concepts include growth, development, and behavior of children; fundamentals of child care; daily schedules and educational programs for children in child care centers; techniques for working with individual and groups of children; information on employment in child care programs; development of skills in working with children; and basic employability skills. Specialized activities include limited observation of and participation with children and preparation of materials used in working with children. Concepts of management, consumer education, and safety are included as they relate in instruction. The titles of the four terminal objectives are Orientation and Exploration of Child Care Occupations, Basic Employability Skills, Child Growth and Development, and Basic Skills of Child Care Services. (This manual and 54 others were developed for various secondary level vocational courses using the System Approach for Education (SAFE) guidelines.) (HD)

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HOME ECONOMICS

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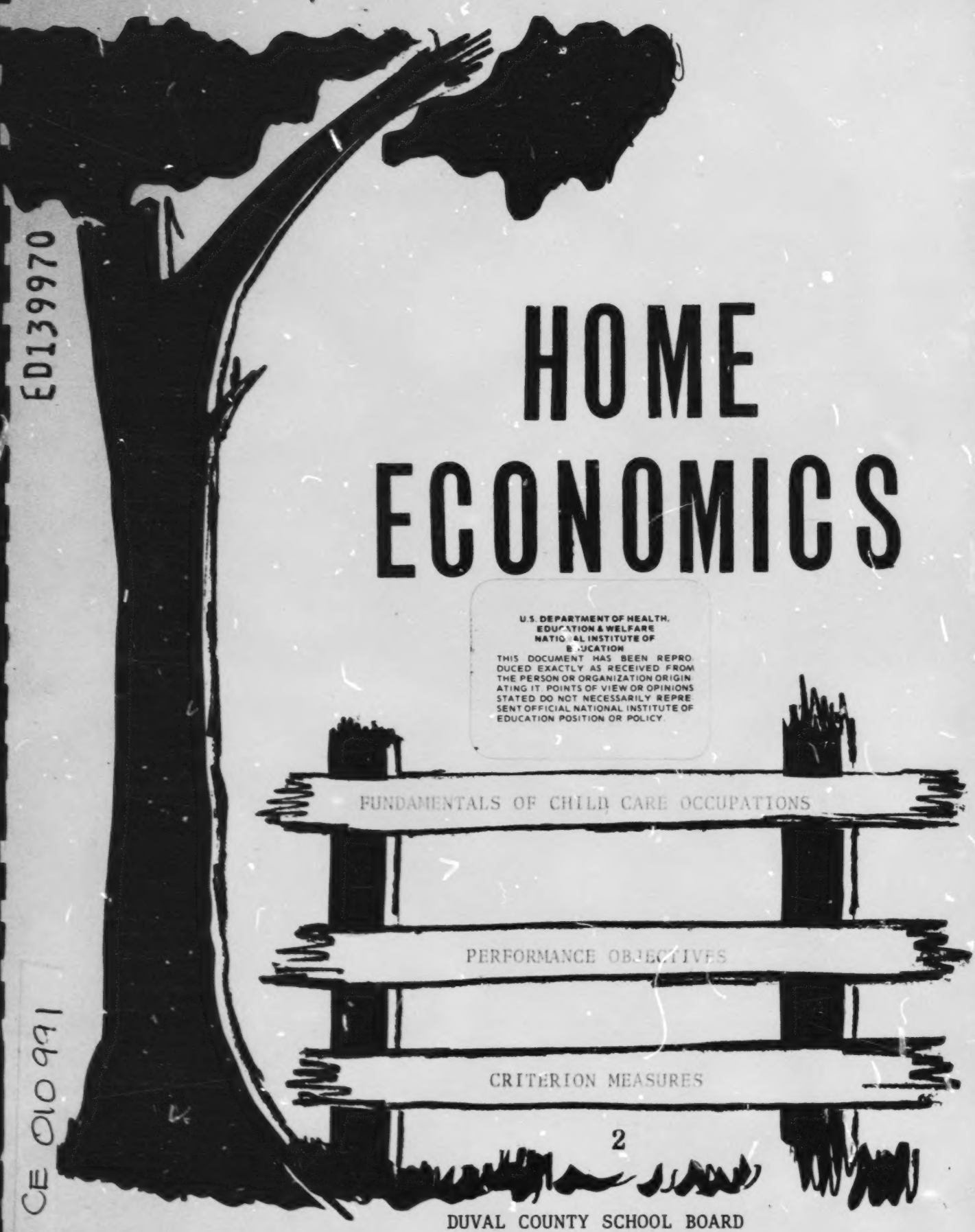


CE 010 991

DUVAL COUNTY SCHOOL BOARD

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

P R E F A C E

This material represents an effort to structure a flexible course of study for Fundamentals of Child Care Services using SAFE techniques. It is based on objectives and learning experiences in the Child Care Services State Guide, 1974, as provided by Home Economics Section, Florida State Department of Education. It attempts to serve a need for a prerequisite fundamentals course for Child Care Services, a deficiency in exploratory courses and child development courses, and a need for a single period entry-level course in Child Care Services. Four separate areas allow for flexibility, deletion or emphasis according to the needs of the students enrolled.

The prediction of success of the objectives and criterion measures represent minimum acceptable compliance based on best judgement of the writers. The evaluation instruments have not been field tested. The criterion measures are considered to be reasonable examples of a way to measure success of the objectives stated. It is expected that Child Care Services teachers of the county will participate in the use of these materials.

D E F I N I T I O N S

1. Terminal Performance Objective - this objective refers to behavior, knowledge or skill that a student should demonstrate at the end of a particular unit or section. It is written in broad terms.

2. Intermediate Performance Objective - this objective refers to behavior, knowledge or skill that a student should demonstrate along the way toward mastery of the terminal performance objective. It is written in specific terms.

3. Criterion Measure - these are criterion-referenced test items which evaluate whether the student has met the objective.

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

CURRICULUM OBJECTIVE

Design, develop and implement a student-centered curriculum for the students of Duval County in Child Care Services which will provide for individual differences and establish clearly defined objectives relative to the occupations of Child Care Services. Success in meeting this objective will be evidenced by 76% of the students demonstrating proficiency for entry level skills by completion of Terminal Performance Objectives according to their criteria measures.

COURSE DESCRIPTION

This course is designed to prepare students for entry level employment in jobs involving the care and guidance of children. Major concepts include growth, development and behavior of children; fundamentals of child care; daily schedules and educational programs for children in child care centers; techniques for working with individual and groups of children; information on employment in child care programs; development of skills in working with children; and basic employability skills. Specialized activities include limited observation of and participation with children and preparation of materials used in working with children. Concepts of management, consumer education and safety are included as they relate in instruction.

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

N E E D S A S S E S S M E N T

WHAT IS

1. Some programs are restricted to a single period daily for the Child Care Services course.

2. Some students have had no opportunity for orientation to the world of work, exploration of child care services, or semester course in child development.

3. Students lack clearly defined objectives.

WHAT SHOULD BE

1. Block classes of three hours daily are recommended for child care services.

2. Opportunity for every student to be knowledgeable about employability skills for the world of work, to explore child care service occupations and to have a firm basis of child development knowledge.

3. Clearly defined objectives for the student.

VOCATIONAL CURRICULUM OUTLINE

FOR

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TPO 1.0 ORIENTATION AND EXPLORATION OF CHILD CARE OCCUPATIONS

- IPO 1.1 Need for Adequate Child Care
- IPO 1.2 Occupations and Training in Child Care
- IPO 1.3 Skills of the Job
- IPO 1.4 Opportunities for Employment

TPO 2.0 BASIC EMPLOYABILITY SKILLS

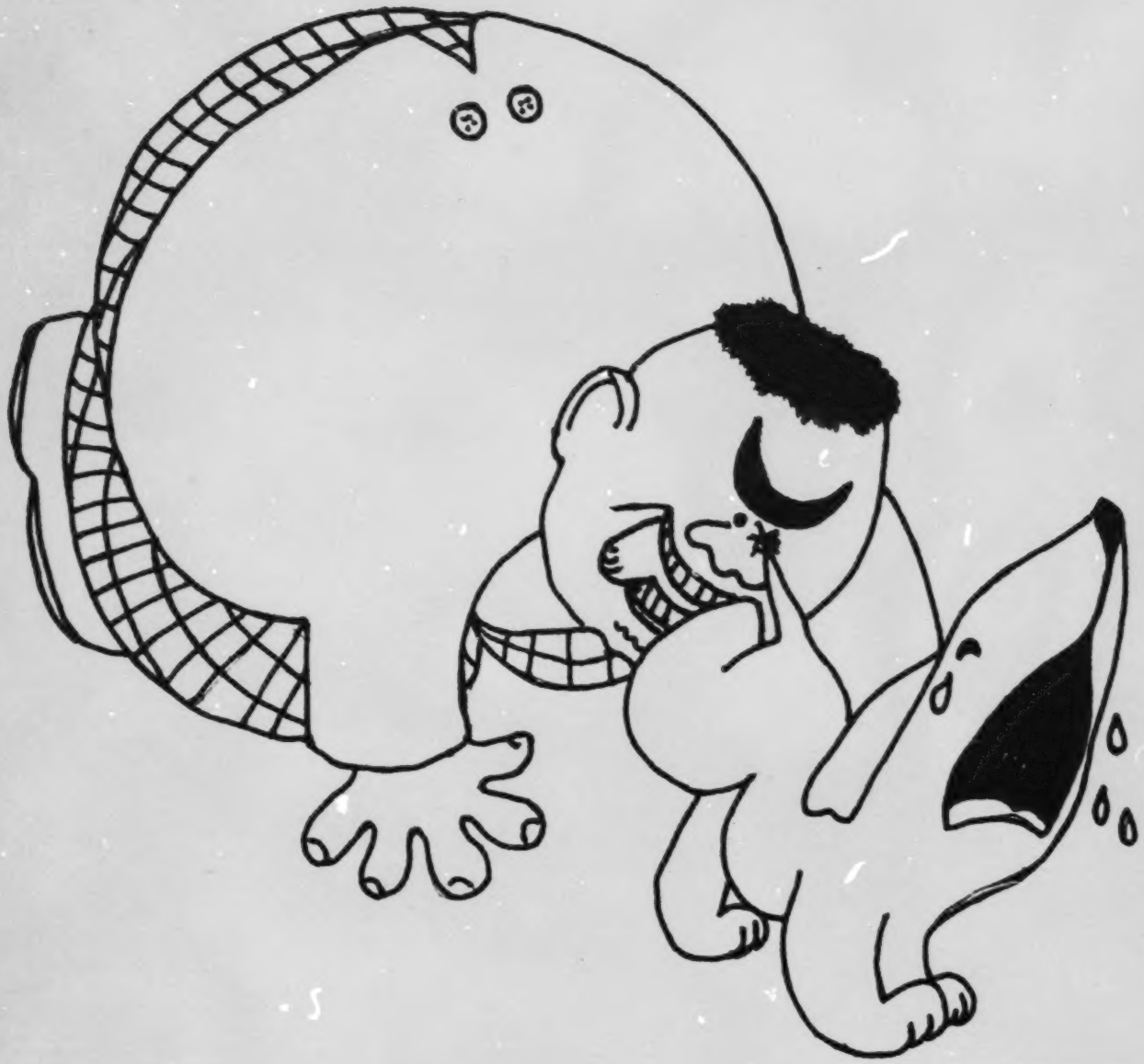
- IPO 2.1 Know Yourself
- IPO 2.2 Getting, Holding and Changing A Job

TPO 3.0 GROWTH AND DEVELOPMENT

- IPO 3.1 Developmental Influences
- IPO 3.2 Physical and Motor Development
- IPO 3.3 Emotional Development
- IPO 3.4 Socialization
- IPO 3.5 Intellectual Development
- IPO 3.6 Developmental Tasks and Skills

TPO 4.0 BASIC SKILLS OF CHILD CARE SERVICES

- IPO 4.1 Child Care Programs
- IPO 4.2 Child Care Centers
- IPO 4.3 Working With Children in Developmental Centers
- IPO 4.4 Working With Children in Comprehensive Centers
- IPO 4.5 Guiding Behavior



T P O 1.0

ORIENTATION AND EXPLORATION

OF CHILD CARE OCCUPATIONS

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0

ORIENTATION AND EXPLORATION OF CHILD CARE OCCUPATIONS

Given a Sunday newspaper classified section, 76% of the students will be able to identify the child care related occupations listed; give qualifications, skills and training required; and indicate the type of center offering employment. Success will be measured by a score of 76% on the attached chart.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		1.0	Circle and number all the child care related occupations offered in each section of the want ads; then fill in the attached chart with information asked. A score of 76% is required, based on the total number of child care occupations listed in any given newspaper.

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

1.0 CRITERION MEASURE

JOB TITLE	TRAINING	QUALIFICATIONS & SKILLS	TYPE OF CENTER
#1 POSSIBLE POINTS 12 EARNED POINTS _____			
#2 POSSIBLE POINTS 12 EARNED POINTS _____			
#3 POSSIBLE POINTS 12 EARNED POINTS _____			
#4 POSSIBLE POINTS 12 EARNED POINTS _____			

Make a new page if more than four (4) positions are offered. Do not leave out any.

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd.)

ORIENTATION AND EXPLORATION OF CHILD CARE OCCUPATIONS

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.1	After investigation and study, the student will demonstrate an awareness of the needs for adequate care for children by correctly listing 4 out of 5 for each item on the criterion measure.	1.1	A. List 5 reasons why children are important in our world: 1. 2. 3. 4. 5. B. Give 5 reasons why parents or any care-givers of children need education and training: 1. 2. 3. 4. 5. C. Indicate 5 reasons children may need child care services: 1. 2. 3. 4. 5.

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd.)

ORIENTATION AND EXPLORATION OF CHILD CARE OCCUPATIONS

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.2	After interviews with workers and research, the student will demonstrate knowledge of child care occupations at all levels by answering correctly 6 of 8 questions on the criterion measure.	1.2	Match the job titles with the training necessary: ___ 1. Child Care Assistant ___ 2. Center Director ___ 3. Kindergarten Aide ___ 4. Child Day Care Center Worker ___ 5. Teacher, nursery school ___ 6. Day Care Aide ___ 7. Teacher, Child Care Services ___ 8. Child Development Aide A. On the job experience and educational program for child care/ development. B. Two years experience and educational program for child care development and high school diploma or equivalency. C. High school diploma and secondary or adult program for child care/ development, preferably in a co-op program. D. Associate degree or tech school diploma in child development. E. Bachelor's degree, certification and experience. F. Bachelor's degree, Master's preferred, certification and experience in Child Development or Early Child Education.

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd.)

ORIENTATION AND EXPLORATION OF CHILD CARE OCCUPATIONS

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.3	Following observation and study, the student will determine competencies of child care/development workers at different levels of education and training by scoring at least 9 on the criterion measure.	1.3	See attached test

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

1.3 CRITERION MEASURE

DIRECTIONS: In space to the left of each statement, place the letter that indicates the education or training desirable for the child care/development worker.

A = entry-level

B = 2 year junior college

C = 4 year college

____ 1. Ability to plan for each individual child according to his needs.

____ 2. Ability to relate daily program of activities to materials and equipment.

____ 3. Know that children need more than physical care.

____ 4. Have a love for children.

____ 5. Have basic reading and writing skills.

____ 6. Have knowledge of child growth and development.

____ 7. Understand value of play.

____ 8. Know basic health, safety and first aid policies.

____ 9. Understanding of the program of day care center.

____10. Ability to plan ahead for guiding children's behavior.

____11. Ability to judge strong and weak points of child care facilities.

____12. Willing to work with others.

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 1.0 (cont'd.)

ORIENTATION AND EXPLORATION OF CHILD CARE OCCUPATIONS

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
1.4	Following investigation, the student will demonstrate an awareness of the opportunities for child care employment by identifying at least 10 centers on an area map.	1.4	On a map of the area provided by the teacher, number and name at least 10 places that provide child care education and possible employment after training. NAME ADDRESS 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

KEY TO CRITERION MEASURES 1.1-1.4

1.1

A.
1. Tomorrow's citizens and leaders
2. Important part of family unit
3. Carry cultural heritage and tradition
4. Continuation of family
5. Continuation of nations
6. Existence of mankind
7. Strongest bond of relationship between people
8. Pride and commitment of time and effort

B.
1. Physical growth is greatest during first five years
2. Child learns possibly half of life learning by five years
3. Personality is formed in pre-school years
4. Children are not animals to be trained, but humans to be guided
5. Some parents lack responsibility resulting in neglect and abuse
6. "Parenting" practices from one generation not suitable for next

C.
1. Both parents work
2. Illness or death of one or both parents
3. One parent families
4. Mental or physical handicaps of one or both parents
5. Emotional disturbances of one or both parents
6. Poor family relations
7. Slum living conditions
8. Need for enriching experiences for child

1.2

1. B
2. F
3. A
4. B
5. C
6. A
7. E
8. A

1.3

1. C
2. C
3. A
4. A
5. A
6. A
7. A
8. A
9. B
10. C
11. C
12. A

1.4

Teacher judgment

T P O 2.0

BASIC EMPLOYABILITY SKILLS

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 BASIC EMPLOYABILITY SKILLS

Following instruction, 76% of the students will demonstrate an understanding of basic employability skills for child care services by preparing a self-analysis survey of desirable physical, emotional and social characteristics, and writing a letter of application with resumé for a specified job. Criterion for success will be 23 points on each of the rating scales.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		2.0	1. Prepare a self-rating sheet for child care workers by using the attached form. 2. Write a mailable letter of application with resumé in answer to job situation provided by the teacher.

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

2.0 CRITERION MEASURE

SELF-RATING SHEET - CHILD CARE WORKERS

Rating scale for self-analysis:	POSSIBLE POINTS	EARNED POINTS
A. Physical characteristics	10	
B. Emotional characteristics	10	
C. Social characteristics	10	
Total:	30	

Rating scale for job application:		
A. Letter - form	5	
content	5	
grammar	5	
B. Resumé - form	5	
content	5	
grammar	5	
Total:	30	

A. Physical Characteristics	NO	SOMETIMES	YES
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

2.0 CRITERION MEASURE (continued)

B. Emotional Characteristics	NO	SOMETIMES	YES
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

C. Social Characteristics	NO	SOMETIMES	YES
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd.)

BASIC EMPLOYABILITY SKILLS

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.1	After learning experiences, the student will demonstrate a knowledge of physical, emotional and social qualities desirable for working with children by completing criterion measure with a score of 76%	2.1	Criterion measure attached

2.1 CRITERION MEASURE

PART I - PHYSICAL QUALITIES

DIRECTIONS: Select the best answer; place the letter in space to left of number.

____ 1. A child care worker needs to be in good health because
a. the job requires it
b. children don't like sickly people
c. beauty depends on good health.

____ 2. Select the best outfit for working with children.
a. uniform
b. slacks and shirt or smock
c. dress

____ 3. Since children like pretty jewelry,
a. wear big earrings and several bracelets and rings every day
b. wear one or two different jewelry items each day
c. wear whatever you wish and teach children not to touch it.

____ 4. Shoes for child care workers should be
a. pretty colors
b. comfortable, with low heels
c. white nurse's type.

____ 5. Your posture is
a. the foundation for good looks
b. not as important as clothing
c. determined by health.

____ 6. Correct standing position is knees
a. firmly locked into position
b. 2 inches apart
c. a little bent and relaxed.

____ 7. When picking up a child or equipment
a. bend knees and stoop
b. bend from the waist
c. spread feet apart for good balance.

____ 8. At one time, child care workers needed health cards
a. because they worked with food
b. so they wouldn't get sick
c. so children wouldn't be exposed to disease.

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

2.1 CRITERION MEASURE (continued)

____ 9. A deodorant should be used
a. when there's no time for a bath
b. only after a bath
c. after a bath and as often as needed.

____10. "Basic Four" refers to
a. a guide for healthful eating
b. the gear shift arrangement for sports cars
c. exercises for a healthy body.

____11. A child care worker's hair-care money will be best spent by
a. going to the hair dresser each week
b. buying a wig for work
c. spending for home care hair products.

____12. Washing hands often and keeping nails neat and clean
a. prevents spread of germs
b. looks well groomed
c. teaches little children good habits.

PART II - EMOTIONAL QUALITIES

DIRECTIONS: Check the 12 best qualities for a child care worker.

____ 1. Has empathy - can "feel" for a child

____ 2. Has good feeling about self

____ 3. Has self-confidence

____ 4. Has trouble controlling bad temper

____ 5. Accepts child as he is - not tiny grown-up

____ 6. Regards child's behavior as suitable for his development

____ 7. Has a love for children

____ 8. Feels children are bad and need paddling

____ 9. Is dependable

____10. Has good sense of humor

____11. Honest

____12. Shy

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

2.1 CRITERION MEASURE (continued)

____13. Happy and looks on good side of things

____14. Impatient

____15. Sympathetic

____16. Punctual

PART III - SOCIAL QUALITIES

DIRECTIONS: Put a "+" by each true statement and "0" by each false statement.

A child care worker .....

____ 1. can best communicate with little children with baby talk.

____ 2. follows directions willingly and without argument because she/he respects authority.

____ 3. can have a break when her work is done even if others are pokey.

____ 4. accepts criticism without feeling hurt.

____ 5. can work on her own without being told what to do next.

____ 6. has right to paddle children if other workers do.

____ 7. doesn't need to be friendly with other workers - just the supervisor.

____ 8. can go ahead and do a job whether he/she really understands how.

____ 9. can co-operate with supervisors and management.

____10. has as much right to come to work late as anyone else.

____11. is careful of language used with children.

____12. has duty to correct other workers in ways of working with children.

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 2.0 (cont'd.)

BASIC EMPLOYABILITY SKILLS

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
2.2	After instruction and practice, the student will demonstrate acceptable skills for getting, holding and changing jobs by satisfactorily completing 4 of 5 points on each item of criterion measure.	2.2	Follow directions for each item below. Each is worth 5 points. 1. List at least 5 sources of job openings information. 2. List at least 5 acceptable types of persons for references for job application. 3. List 5 rules to guide you on a job interview. 4. Using attached resumé form, make one about yourself. 5. Using attached application, fill it out with true information about yourself. 6. Define terms on attached pay check stub. 7. List at least 5 sure ways to get fired. 8. Give at least 5 guides for good job etiquette. 9. Give 5 ways to leave or change jobs correctly. 10. Write a letter of application from accepted form supplied by teacher.

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

KEY TO CRITERION MEASURES 2.1-2.2

2.1

PART I -	1. a	5. a	9. c	
	2. b	6. c	10. a	
	3. b	7. a	11. c	
	4. b	8. c	12. a	
PART II-	1. ✓	5. ✓	9. ✓	13. ✓
	2. ✓	6. ✓	10. ✓	14.
	3. ✓	7. ✓	11. ✓	15. ✓
	4.	8.	12.	16. ✓
PART III	1. 0	5. +	9. +	
	2. +	6. 0	10. 0	
	3. 0	7. 0	11. +	
	4. +	8. 0	12. 0	

2.2

1. a. Friends and acquaintances
   b. Teachers
   c. Occupational Specialists
   d. Local employment agency
   e. State employment agency
   f. Federal Civil Service
   g. Youth employment service
   h. Newspapers
   i. TV employment service
   j. 4'C, Kindergarten Council, etc.
   k. Direct contact with centers, GJEO, schools, etc.

2. a. teachers
   b. former employers
   c. neighbors
   d. family minister
   e. family doctor
   f. counselors

3. a. be punctual
   b. dress appropriately
   c. neat and clean
   d. be at ease
   e. attentive
   f. polite
   g. respond in clear, correct language
   h. pronounce names correctly
   i. sit properly, but not stiff posture
   j. don't chew or smoke
   k. no clock watching
   l. others

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

KEY TO CRITERION MEASURES 2.1-2.2

2.2 (continued)

4. teacher judgment

5. teacher judgment

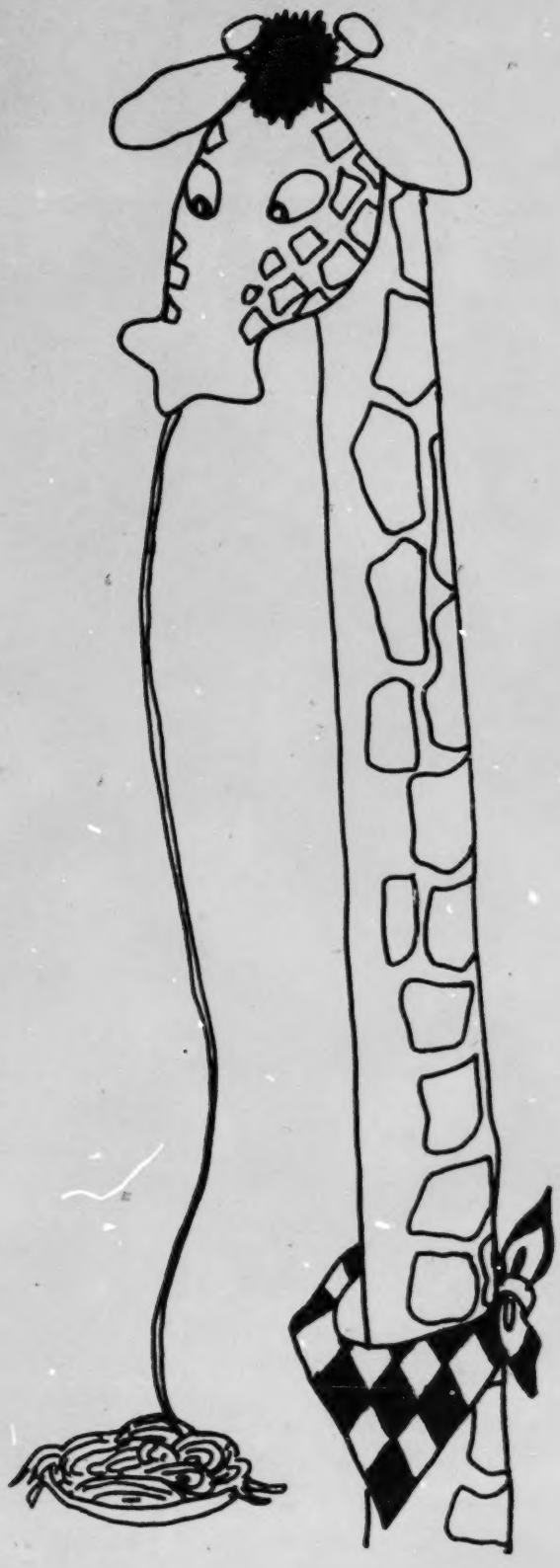
6. teacher judgment

7. a. tell confidential information
   b. gossip about workers and supervisors
   c. record of tardiness
   d. disinterest in job
   e. disrespect for authority
   f. not following directions
   g. not dependable
   h. disloyalty
   i. discourteous and unfriendly
   j. uncooperative
   k. absenteeism
   l. others

8. a. respect for employer and staff
   b. respect authority
   c. follow chain of command
   d. accept criticism well
   e. demonstrate interest in job well done
   f. is courteous
   g. is tactful
   h. shows promptness
   i. is compatible
   j. considerate of property and rights of others
   k. dependable
   l. others

9. a. give written notice if policy of employer
   b. give oral notice two weeks ahead or according to policy
   c. explain truthful reason for leaving - better job, fringe benefits, school, etc.
   d. communicate with supervisor or director plans to leave
   e. establish good record to the last day - it follows you
   f. help train successor if present before leaving
   g. others

10. teacher judgment



TPO 3.0

GROWTH AND DEVELOPMENT

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE
OBJECTIVE NO. 3.0 GROWTH AND DEVELOPMENT

After completion of learning activities, 76% of the students will be able to trace developmental influences, growth and tasks from pre-natal stages through pre-school ages. Criterion of success will be at least 15 points on criterion measure.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		3.0	Prepare usable charts of physical, emotional, social and intellectual development, giving average age, needs and developmental tasks monthly from conception to 1 year, then by half years until age 6.

RATING SCALE FOR CHARTS:

	0	1	2	3	4
1. Over neatness and clarity					
2. Average chronological age					
3. Number and type of items of development					
4. Needs for age and development					
5. Developmental tasks					
TOTALS:					

TOTAL: ☐

COURSE FU[illegible] TALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (S[illegible]4.) GROWTH AND DEVELOPMENT

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.1	After study, th[illegible] dent will demon[illegible] understanding o[illegible] interrelation of hered-ity and environme[illegible] in satisfying basic needs in growth and develop-ment by selecting 33 of 43 correct responses on the criterion measure.	3.1	See attached

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

3.1 Criterion Measure

HEREDITY AND ENVIRONMENT

PART I - DIRECTONS: In space to left of the number, check those characteristics that can be inherited.

___ 1. personality
___ 2. skin color
___ 3. body build
___ 4. bad temper
___ 5. basic brain capability
___ 6. handicaps
___ 7. talents
___ 8. fear
___ 9. individuality
___10. sex

PART II - DIRECTIONS: In space to left of the number, check those characteristics that are effects of environment.

___ 1. personality
___ 2. skin color
___ 3. body build
___ 4. bad temper
___ 5. communicable disease
___ 6. fear
___ 7. muscle development
___ 8. religion
___ 9. mental accomplishment
___10. individuality

PART III - DIRECTIONS: In space to left of the number, check those accomplishments that would need a special environment to develop an inherited characteristic.

___ 1. soloist on TV musical
___ 2. basketball player
___ 3. store clerk
___ 4. doctor
___ 5. student
___ 6. missionary
___ 7. police
___ 8. artist
___ 9. horse jockey
___10. race car driver

3.2 Criterion Measure (continued)

PART B - DIRECTIONS: Place the letter of correct answer in the space to left of the number.

___ 1. embryo	A. where fertilized egg grows for 9 months
___ 2. uterus	B. cord from fetus to placenta for nourishment
___ 3. fetus	C. organism from 7 weeks until birth
___ 4. conception	D. contractions that force fetus to be born
___ 5. placenta	E. infant born before 9 months or 5 pounds
___ 6. labor	F. organism first 7 weeks after fertilization
___ 7. sperm	G. male cell of human reproduction
___ 8. fallopian	H. human egg
___ 9. premature	I. fertilization of egg by male sperm
___10. ovum	J. fetal life before birth
___11. prenatal	K. tube carries egg from ovary to uterus
___12. umbilical	L. connecting tissue between uterus and cord

PART C - DIRECTIONS: Trace the physical development of the 9 months before birth by selecting the letter of answer and put in space to left of the number.

___ 1. first day	A. heart starts to beat, doesn't look human
___ 2. 1 week	B. final improvements, no room to move or grow
___ 3. 1 month	C. has all organs, skin, eyes, etc.; size of walnut
___ 4. 2 months	D. can curl it's toes, move head, but mother doesn't know
___ 5. 3 months	E. 100 cells attaches to uterus
___ 6. 4 months	F. 1 pound, can breathe, slim chance if born, has fuzzy down
___ 7. 5 months	G. half birth length, 6 oz., swallows and moves
___ 8. 6 months	H. has hair, 2-1/2 pounds, could live if born
___ 9. 7 months	I. one cell from union of sperm and egg
___10. 8 months	J. mother feels kicks, has eyelashes and nails
___11. 9 months	K. ready for birth, layer of fat, all A O K

3.1 Criterion measure (continued)

PART IV - DIRECTIONS: In space to left of the number, check the reasons why identical twins, separated at birth to different continents, may grow up completely different.

___ 1. culture

___ 2. society and government

___ 3. age

___ 4. different chromosomes

___ 5. interaction with enrivonment

___ 6. nutrition

___ 7. repeating conditions and actions

___ 8. everyone is changing all the time

___ 9. heredity

___10. mental ability

PART V - DIRECTIONS: In space to left of the number, check the factors of the family environment that may influence the growth and development of the child.

___ 1. oldest, youngest, in-between or only child

___ 2. extended family with grandparents, aunts, etc.

___ 3. size of the house, yard, etc.

___ 4. problems of family members

___ 5. health of family members

___ 6. one parent or absent parent

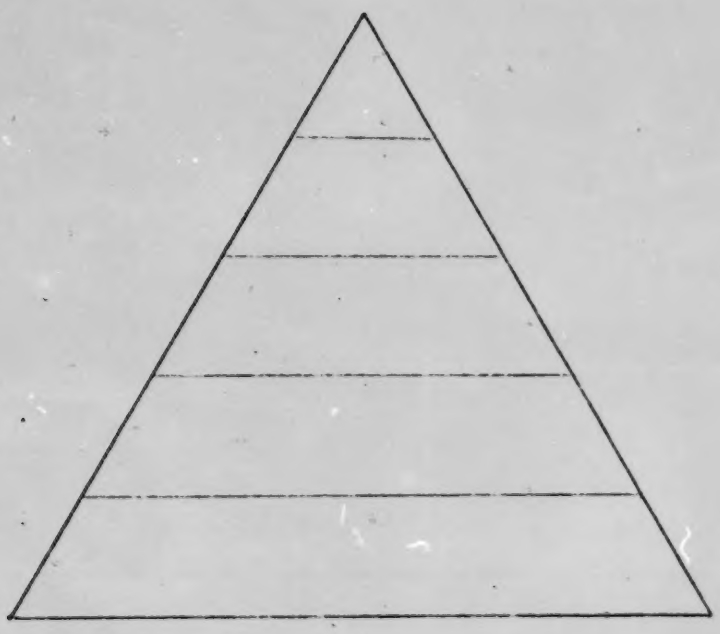
___ 7. conflicting guidance

___ 8. age of parents

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

3.1 Criterion Measure (continued)

PART VI - DIRECTIONS: On the hierarchy of needs triangle, fill in 10 basic needs on the proper level of necessity:



1. hunger
2. love
3. security
4. safety
5. acceptance
6. self respect
7. recognition
8. self-actualization
9. thirst
10. affection

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd.) GROWTH AND DEVELOPMENT

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.2	After instruction, the student will demonstrate a knowledge of physical growth and motor development. Success will be measured by correctly answering 37 of 48 questions on the criterion measure.	3.2	See attached

3.2 Criterion Measure

PHYSICAL GROWTH AND DEVELOPMENT

PART A - DIRECTIONS: Match the letter of the word in COLUMN II that best completes the ideas in COLUMN I.

COLUMN I		COLUMN II
____ 1.	Babies grow through the same developmental processes, but each does so at his own ____.	A. bones
____ 2.	In childhood, the rate of growth in ____ is greater than the growth in weight with the results that the child begins to have a scrawny look.	B. similar
____ 3.	Children vary in ____ more than in height.	C. simple
____ 4.	There are changes in ____ in all parts of the body during the early years of childhood, but these changes come at different rates.	D. height
____ 5.	Muscles, fat and ____ grow at different rates during childhood.	E. weight
____ 6.	Permanent teeth begin to erupt at about the time the child is ready to enter ____ grade, but they cause few of the physical discomforts associated with the eruption of baby teeth.	F. rate
____ 7.	The development of each child progresses at a ____ rate from other children but follows the same general pattern.	G. general
____ 8.	As a person grows, the developmental stages leading to these final results move regularly from the ____ to the complex.	H. different
____ 9.	From ____ tasks, to very different tasks,	I. proportions
10.	and from ____ tasks to specific ones.	J. first

3.2 Criterion Measure (continued)

PART D - DIRECTIONS: Prepare a chart showing gross and fine motor development in sequence and indicating average age. Fifteen points is necessary to pass.

RATING SCALE

1. Overall neatness
2. Average age
3. Gross motor
4. Fine motor

0	1	2	3	4

AGE	GROSS MOTOR	FINE MOTOR
6 mo.		
1 yr.		
1-1/2 yr		
2 yr.		
3 yr.		
4 yr.		
5 yr.		
6 yr.		

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd.) GROWTH AND DEVELOPMENT

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.3	Following learning experiences, the student will comprehend the development of emotions from birth to school age. Success will be evidenced by 27 or more correct answers on the criterion measure.	3.3	See attached

3.3 Criterion Measure

PART A - DIRECTIONS: Place the letter of the best answer in the space to left of number.

____ 1. Emotions are:
a. problem behavior
b. feelings shown
c. personality

____ 2. Healthy emotional development depends most on:
a. love
b. training
c. nutrition

____ 3. Emotions separate human beings from:
a. animals
b. robots
c. other humans

____ 4. Children show emotions more violently than adults because:
a. bodies are smaller for amount of emotion
b. children have stronger emotions than adults
c. children have not learned how to control emotions

____ 5. The most common emotion of children is:
a. hunger
b. anger
c. love

____ 6. Emotional growth of children follows a line like:
a.
b.
c.

____ 7. The first emotion shown by an infant is:
a. excitement
b. fear
c. love

____ 8. The first and most important influence in emotional development is:
a. being fed when hungry
b. mothering
c. not being picked up when crying

3.3 Criterion Measure (continued)

____ 9. The first step of healthy emotional growth is development of:
a. trust
b. fear
c. excitement

____10. Children's emotional outbursts are violent but change and disappear quickly because of:
a. emotions are not strong to begin with
b. short attention span and memory
c. cannot control emotions

PART B - DIRECTIONS: Put the following emotions in order of development in the space by each number.

1. _____ delight
2. _____ anger
3. _____ excitement
4. _____ jealousy
5. _____ love
6. _____ distress
7. _____ affection
8. _____ elation
9. _____ disgust
10. _____ fear

PART C - DIRECTIONS: Select 5 emotions from the list in "B" that will help develop a happy child.

1.
2.
3.
4.
5.

PART D - DIRECTIONS: List 3 causes of undesirable emotions.

1.
2.
3.

3.3 Criterion Measure (continued)

PART E - DIRECTIONS: List the 2 fears of new infants.

1.

2.

PART F - DIRECTIONS: Trace the development of 5 stages of the love emotion through life on the figure below beginning with the first one in the center of the spiral.

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd.) GROWTH AND DEVELOPMENT

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.4	After instruction, the student will demonstrate an understanding of the socialization process in young children. Evidence of success will be 30 correct responses on the criterion measure.	3.4	See attached

3.4 Criterion Measure

PART A - DIRECTIONS: Mark the statements with "+" for TRUE or "0" for FALSE.

____ 1. Social development means learning to get along with people and the world around you.

____ 2. Socialization depends on self-concept.

____ 3. Acceptable daily living attitudes and skills are goals of socialization.

____ 4. Personality is the reflection of self-concept.

____ 5. Foundation of personality traits is set in early childhood.

____ 6. Personality is not inherited.

____ 7. Self-concept or "sense-of-self" develops according to a pattern.

____ 8. The newborn has no "sense of self".

____ 9. Social development depends on how the environment treats the child.

____10. A child will behave according to the self-image taught by people in the environment.

PART B - DIRECTIONS: Match examples of sense-of-self in a day care center for a child at each of the following ages by writing proper letter in space to left of age.

___ 1. 1 month	a. stares at self in mirror
___ 2. 4 months	b. calls self by name
___ 3. 6 months	c. plays with imaginary companion
___ 4. 1 year	d. pats reflection in mirror
___ 5. 1-1/2 years	e. very cooperative
___ 6. 2 years	f. has no sense-of-self
___ 7. 3 years	g. bold and demanding
___ 8. 4 years	h. throws toy and it will be returned
___ 9. 5 years	i. tells tales, spits and kicks
___10. 6 years	j. opposes others, such as "no!"

3.4 Criterion Measure

PART C - DIRECTIONS: Select the best answer and put the letter to the left of the number.

____ 1. Personality is:
a. inherited from parents
b. taught by parents and school
c. learned as result of self-concept

____ 2. A child's personality may be like a parent's because:
a. inherited characteristic - like bad temper
b. child imitates parent's personality traits
c. parent teaches child to be like own self

____ 3. Development stage of sense-of-self is shown by
a. behavior
b. appearance
c. age

____ 4. Acceptance, affection and achievement are the ingredients of:
a. selfishness
b. cockiness
c. happiness

5. 5. Individual differences such as body type, sex, tempo and activity level will affect:
a. behavior
b. age
c. heredity

____ 6. A child's behavior is an important indication of his feelings because:
a. he doesn't hide feelings and lacks language to express them
b. all children have bad behavior called temper tantrums
c. all children have similar behavior at the same age

____ 7. At first, the new baby knows people by:
a. seeing their faces
b. voices and handling
c. can't tell one from another

____ 8. A new baby smiles:
a. at own mother only
b. at anyone around
c. a gas smile

3.4 Criterion Measure (continued)

____ 9. Babies smile at all friendly people:
a. when born
b. after one month
c. at five or six months

____10. Babies prefer people they know
a. when born
b. after one month
c. at five or six months

PART D - DIRECTIONS: Match the social development with age of child by putting the letter of the answer in the space to the left of the age.

___ 1. 1 months	a. becomes wary of strangers, may cry
___ 2. 2 months	b. prefers family and people he knows
___ 3. 5 months	c. loves attention; shows off
___ 4. 8 months	d. social play is parallel
___ 5. 1 year	e. stops crying when lifted
___ 6. 18 months	f. learns to share and cooperate
___ 7. 2 years	g. rapidly developing speech in social exchange
___ 8. 2-1/2 years	h. smiles when he gets attention
___ 9. 3 years	i. enjoys friends in small groups rather than adults
___10. 4 years	j. shows social independence by "no!" to everything

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd.)

GROWTH AND DEVELOPMENT

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.5	Following learning experiences, the student will identify the intellectual development of children. A score of at least 27 points on the criterion measure will evidence success.	3.5	See attached

3.5 Criterion Measure

INTELLECTUAL DEVELOPMENT

PART A - DIRECTIONS: From the following list, select those actions that are signs of intellectual growth in infants by placing a check to the left of the item.

____ 1. Increased strength of reflex grip.

____ 2. Decrease in time spent sleeping.

____ 3. Increased attention span.

____ 4. Decrease in signs of emotion.

____ 5. Increased memory span.

____ 6. Decrease in time spent on one activity.

____ 7. Ability to follow simple commands.

____ 8. Rapid weight gain.

____ 9. Use of two syllable words.

____ 10. Recognition of familiar objects.

PART B - DIRECTIONS: In the following questions, put the letter of the best answer in the space to the left of the number.

____ 1. At birth the brain is:
a. working on an automatic system
b. not working at all
c. not grown yet.

____ 2. The part of the brain used for learning is
a. cerebellum
b. cerebrum
c. cortex

____ 3. At birth, the cortex of the brain
a. is inactive
b. on automatic
c. not grown yet

____ 4. Learning begins to take place at
a. birth
b. one month
c. after two months.

3.5 Criterion Measure (continued)

____ 5. First indication of learning is
a. knows mother at birth
b. learns to suck a bottle
c. develops a memory.

____ 6. A small child learns first
a. through use of 5 senses
b. through communication
c. through physical growth.

____ 7. Ability to use the senses and verbal symbols and to perceive, think, reason and form concepts or ideas is considered
a. communication
b. intellectual activity
c. maturation.

____ 8. A way to measure intellectual ability of a small child -
a. performance on special activities
b. use average of parent's IQ
c. it can't be measured.

____ 9. All learning depends upon physical growth and
a. emotional development
b. maturation
c. social development.

____10. Two important milestones in intellectual development are learning to walk and
a. learning to speak
b. learning to communicate
c. learning to write.

PART C - DIRECTIONS: Infants communicate by crying and gesturing. Identify the following with its meaning by putting the letter of the best answer in the space by the number.

___ 1. lets food run out of mouth
___ 2. low moans, yawns and sighs
___ 3. angry howls and sucking movement
___ 4. piercing scream
___ 5. piercing scream, dilated abdomen, legs stiff
___ 6. angry howls stop when person comes
___ 7. push nipple out with tongue
___ 8. squirming and trembling
___ 9. sneezing successively
___10. low moans with feverish look

a. hungry
b. pain or physical discomfort
c. spoiled
d. sick
e. not hungry
f. wet and cold
g. cold
h. sleepy
i. not hungry or had enough
j. colic

3.5 Criterion Measure (continued)

PART D - DIRECTIONS: Learning follows an order and pattern. Put the following in order by numbering from 1 to 10 in space to the left.

___ Close fist on object handed to him.

___ Picks up small object with thumb and 2 fingers.

___ Gazes briefly at dangling object.

___ Reaches object, grasps, turns, drops and picks up.

___ Eyes follow moving object.

___ Fits objects inside each other.

___ Waves both arms toward object, can't get it.

___ Strings large beads.

___ Reaches for object and closes hand on it.

___ Shows preference for one hand over other.

COURSE FUNDAMENTALS OF CHILD CARE OCCUPATIONS

TERMINAL PERFORMANCE OBJECTIVE NO. 3.0 (cont'd.) GROWTH AND DEVELOPMENT

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
3.6	Following instruction, the student will demonstrate a knowledge of developmental tasks of infancy and early childhood. Evidence of success will be a score of at least 7 points on the criterion measure.	3.6	See attached

3.6 Criterion Measure

DEVELOPMENTAL TASKS

PART A - DIRECTIONS: In the space to the left of the number, write the letter of the best answer.

____ 1. A developmental task is
a. exercise for body growth
b. tasks needed for meaningful, happy life
c. stage of development.

____ 2. Knowledge about developmental tasks is desirable
a. to provide help with right task at critical time.
b. so child can have proper exercise for certain muscles
c. to assure that child will always be happy.

____ 3. Pushing a child in developmental tasks
a. helps him learn to read earlier
b. causes frustration and failure
c. increases IQ.

____ 4. A child is ready for self feeding when
a. it reaches for the spoon when being fed
b. it is ten months old
c. when parent decides it is time.

____ 5. Baby begins to walk
a. by one and one half years
b. when it is developmentally ready
c. when someone holds it's hands.

____ 6. Toilet training depends upon
a. putting child on potty at right time of day
b. taking off diapers and putting on training panties
c. readiness of nerves and muscles and emotional stability.

____ 7. Talking baby talk to the child
a. helps it understand and communicate
b. frustrates child who is trying to learn to talk
c. is first step in teaching speech.

____ 8. The first skill in the task of learning to talk is
a. imitating
b. pronounciation
c. building a vocabulary.

3.6 Criterion Measure (continued)

____ 9. The most difficult and important developmental task of childhood is
a. developing a positive self-concept
b. learning to speak correctly
c. learning about sex.

____10. Developmental skills are mastered more quickly and easily through
a. the use of the senses
b. play activities
c. school.

PART B - DIRECTIONS: Explain how a child care worker can help a child succeed in each of the following developmental tasks by putting the letter of the statement in COLUMN II in front of the number in COLUMN I.

COLUMN I	COLUMN II
____ 1. Psysiological equilibrium (balance of rest and activity)	a. provide order in child's world by teaching to put toys away.
____ 2. Manage one's body effectively (coordination of body parts)	b. teach good from bad by reward of good actions until self-disciplined.
____ 3. Learn to take solid foods satisfactorily	c. provide trust and ways to express emotions and control feelings.
____ 4. Learning control of elimination	d. do not use baby talk to child.
____ 5. Learning sex differences	e. have good attitude about new tastes for child.
____ 6. Learning to talk	f. read child a quiet story.
____ 7. Learning to adjust to others	g. don't shame child if he plays with sex organs.
____ 8. Formation of concepts (ideas)	h. encourage, don't force use of potty.
____ 9. Development of conscience	i. provide suitable puzzles to put together.

3.6 Criterion Measure (continued)

PART C - DIRECTIONS: Trace the steps in the developmental tasks below by numbering them in order in which they are learned.

SPEAKING:

___ adverbs

___ pronouncing words

___ verbs

___ adjectives

___ 3 to 5 word sentence

___ pronouns

___ nouns

___ complete sentence

___ long dangling sentence

SELF-FEEDING:

___ 6 months

___ 8 months

___ 18 months

___ 2 years

___ 3 years

___ 4 years

___ 6 years

a. cup and spoon mastered

b. use knife for spreading

c. uses spoon with guidance

d. can use fork

e. can cut meat with knife

f. grasps spoon and cup, spills, bangs and throws

g. can cut soft food with knife

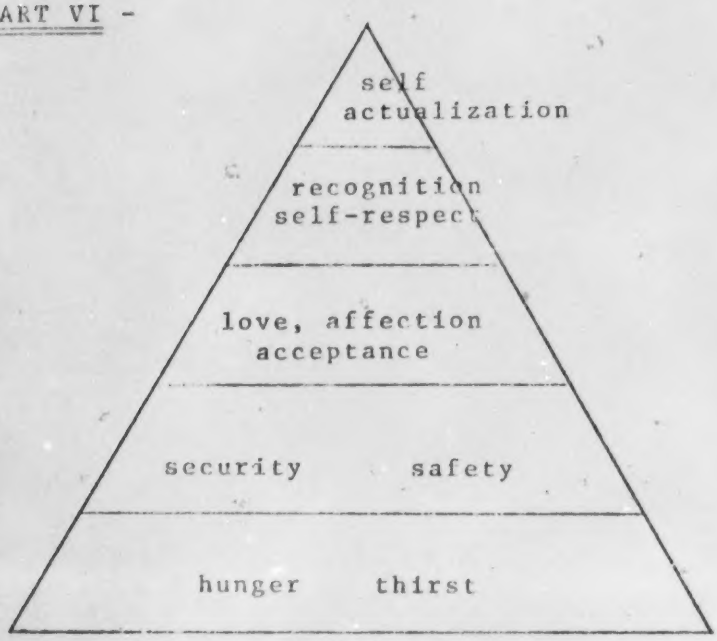
FUNDAMENTALS OF CHILD CARE OCCUPATIONS

CRITERION MEASURES - 3.1-3.6

3.1

PART I -	1.	5. ✓	9. ✓
	2. ✓	6. ✓	10. ✓
	3. ✓	7. ✓	
	4.	8.	
PART II -	1. ✓	5. ✓	9. ✓
3	2.	6. ✓	10.
	3.	7. ✓	
	4. ✓	8. ✓	
PART III -	1. ✓	5.	9. ✓
	2. ✓	6.	10.
	3.	7.	
	4. ✓	8. ✓	
PART IV -	1. ✓	5. ✓	9.
	2. ✓	6. ✓	10.
	3.	7. ✓	
	4.	8. ✓	
PART V -	1. ✓	5. ✓	
	2. ✓	6. ✓	
	3. ✓	7. ✓	
	4. ✓	8. ✓	

PART VI -



FUNDAMENTALS OF CHILD CARE OCCUPATIONS

KEY TO CRITERION MEASURES - 3.1-3.6
(continued)

3.2

PART A

F	1.	J	6.
D	2.	H	7.
E	3.	C	8.
I	4.	B	9.
A	5.	G	10.

PART B -

F	1.	G	7.
A	2.	K	8.
C	3.	E	9.
I	4.	H	10.
L	5.	J	11.
D	6.	B	12.

PART C -

1. L	6. G	11. K		
2. E	7. J			
3. A	8. F			
4. C	9. H			
5. D	10. B			

PART D - Teacher judgment

3.3

PART A -

1. b	6. b
2. a	7. a
3. b	8. b
4. c	9. a
5. b	10. b

PART B -

1. excitement
2. distress
3. delight
4. anger
5. disgust
6. fear
7. elation
8. affection
9. jealousy
10. love

PART C -

1. delight
2. excitement
3. love
4. affection
5. elation

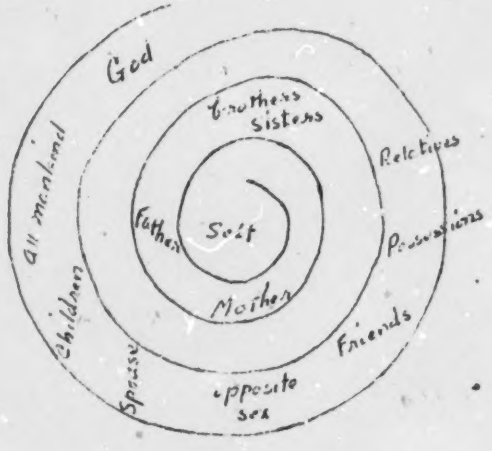
PART D -

1. fatigue
2. poor health
3. emotional people
4. thwarted desires
5. unpreparedness

PART E -

1. fear of being dropped
2. fear of loud, sharp noises

PART F -



FUNDAMENTALS OF CHILD CARE OCCUPATIONS

KEY TO CRITERION MEASURES - 3.1-3.6

3.4

PART A -

1.	+	6.	+
2.	+	7.	+
3.	+	8.	+
4.	+	9.	+
5.	+	10.	+

PART B -

1.	f	6.	b
2.	a	7.	i
3.	d	8.	c
4.	h	9.	e
5.	j	10.	g

PART C -

1.	c	6.	a
2.	b	7.	b
3.	a	8.	c
4.	c	9.	b
5.	a	10.	c

PART D -

1.	e	6.	d
2.	h	7.	g
3.	b	8.	j
4.	a	9.	f
5.	c	10.	i

3.5

PART A -

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

PART B -

1.	a	6.	a
2.	c	7.	b
3.	a	8.	a
4.	c	9.	b
5.	c	10.	a

PART C -

1.	i,e	6.	c
2.	h	7.	i,e
3.	a	8.	f,g
4.	b	9.	f,g
5.	j	10.	d

PART D -

3	8
7	4
1	10
6	5
2	9

3.6

PART A -

1.	b	6.	c
2.	a	7.	b
3.	b	8.	b
4.	a	9.	a
5.	b	10.	b

PART B -

1.	f	6.	d
2.	i	7.	c
3.	e	8.	a
4.	h	9.	b
5.	g		

PART C -

SPEAKING:

6	5
1	2
3	9
4	8
7	

SELF FEEDING:

f	b
c	g
a	e
d	

TPO 4.0

BASIC SKILLS OF

CHILD CARE SERVICES

COURSE FUNDAMENTALS OF CHILD CARE SERVICES

TERMINAL PERFORMANCE
OBJECTIVE NO. 4.0 BASIC SKILLS OF CHILD CARE SERVICES

After reading and class discussion, 76% of the students should demonstrate knowledge of the fundamental skills necessary to work with children in a child care center, including the three types of child care, types of facilities, schedules, services, specific needs of working with children in a group and parent involvement, as evidenced by achieving a score of at least 40 on the criterion-references measure.

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
		4.0	See attached activity.

FUNDAMENTALS OF CHILD CARE SERVICES

4.0 CRITERION TEST

BASIC SKILLS OF CHILD CARE SERVICES

DIRECTIONS: Given the following situation, write a story to provide the solution.

Chuck and Betty have recently moved into the city. They have a 2 year old girl and a 4 year old boy who will need child care all day since both parents work. Chuck is a policeman and Betty is a teacher. They are interested in the best developmental care for their children. They are both interested in participating in their children's activities as much as possible. Describe in detail the steps they will take to find the care they want. Indicate the points they will be checking in their search. These points will describe the center they choose. Criterion of success will be a score of 40 on the score card.

SCORE CARD

	0	1	2	3	4
1. Type of center program					
2. Type of center					
3. Features of the developmental center they choose					
A. safety					
B. indoor facilities					
C. outdoor facilities					
D. food					
E. daily schedule:					
physical					
social					
emotional					
intellectual					
F. goals and objectives					
G. parent participation					

COURSE FUNDAMENTALS OF CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd.) BASIC SKILLS OF CHILD CARE SERVICES

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.1	After reading the text and selected references, students will be able to successfully identify 3 basic types of child care available by scoring at least 7 on the attached criterion-referenced test.	4.1	See attached test

FUNDAMENTALS OF CHILD CARE SERVICES

4.1 CRITERION MEASURE

BASIC SKILLS OF CHILD CARE SERVICES

DIRECTIONS: Match the type of Child Care Program in Column B with the description in Column A by placing the letter in front of the statement.

Column B: CHILD CARE PROGRAMS

A. Custodial
B. Developmental
C. Comprehensive

Column A

____ 1. Incidental learning happens here.

____ 2. Learning takes place through planned activities.

____ 3. This center offers limited services, but the child is safe.

____ 4. Specific goals are set to insure learning activities for many areas of development.

____ 5. Most of the activities are free play.

____ 6. This program provides families with health, nutrition, psychological and social services.

____ 7. Parent involvement is an important aspect of this program.

____ 8. This type of care is the most desirable.

____ 9. This type of care is the most expensive.

____ 10. Many community agencies are used by this center.

COURSE FUNDAMENTALS OF CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd.) BASIC SKILLS OF CHILD CARE SERVICES

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.2	After reading the text and class discussion, students will be able to successfully recognize different types of child care centers in operation by scoring at least 14 on the attached criterion referenced test.	4.2	See attached test.

FUNDAMENTALS OF CHILD CARE SERVICES

4.2 CRITERION TEST

BASIC SKILLS OF CHILD CARE SERVICES

DIRECTIONS: Match the type of center in Column B with the description in Column A by placing the letter in front of the statement.

Column B: TYPES OF CENTERS

A. Day Care Centers
B. Family Day Care Homes
C. Group Day Care Homes
D. Nursery Schools and Kindergartens
E. Child Development and Learning Centers
F. Head Start
G. Home Start
H. Parent and Child Centers

Column A

____ 1. Nine states will license these homes for up to 15 children.

____ 2. These centers handle children as young as 8 weeks old for as long as 24 hours at a time.

____ 3. These centers provide child care for a fee in the home of a family.

____ 4. Parts of this type of center may be included as part of the public school program.

____ 5. A characteristic of these programs is that they usually operate only half-day sessions.

____ 6. These centers are usually located in the neighborhood of the children served.

____ 7. In most states, these centers are only licensed for 5 children.

____ 8. This program is the second to be operated out of the office of Child Development.

4.2 CRITERION TEST (continued)

BASIC SKILLS OF CHILD CARE SERVICES

____ 9. This center may be privately operated, special local, federally funded, or part of the public school program.

____10. The team approach in working with children has been one of this program's greatest contributions.

____11. This program was developed in 1960 to serve pre-school children of disadvantaged backgrounds.

____12. Education for "parenting" is a major focus of this program.

____13. This is one of the most recent federal projects to counteract developmental lags in young children.

____14. The Office of Child Development now directs this program.

____15. Emphasis is placed on working with children and families in the home setting.

____16. Adult volunteers work with children in small groups.

____17. Educators, nurses, social workers, psychologists, parents and teachers all cooperate in this program.

____18. This program provides services to the total family.

____19. The team working with children in this center consists of the teacher, aide and volunteer.

____20. This center is similar to Head Start, but serves children up to 3 years old and includes parents in the program, especially mothers.

COURSE FUNDAMENTALS OF CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd.) BASIC SKILLS OF CHILD CARE SERVICES

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.3	After reading the text and selected references and visiting a developmental child care center, the students will be able to successfully identify the important features of this type of center and their relationship to each other by scoring at least 19 on the criterion measure.	4.3	See attached test.

FUNDAMENTALS OF CHILD CARE SERVICES

4.3 CRITERION TEST

BASIC SKILLS OF CHILD CARE SERVICES

DIRECTIONS: Select the best answer.

____ 1. Through a child care center experience, a hostile and aggressive child can learn to grow in which of these areas?
   a. physically
   b. emotionally
   c. socially
   d. intellectually

____ 2. Learning to play with other children in the child care center helps a child to grow:
   a. physically
   b. emotionally
   c. socially
   d. intellectually

____ 3. A good self-image in a child is likely to develop through:
   a. vigorous physical exercise
   b. social interaction with peers
   c. carefully programmed instruction

____ 4. Which of the following would be most damaging to a child's self image?
   a. parents quarreling
   b. parents shouting and scolding child
   c. overly affectionate parents toward child

____ 5. The housekeeping area in the child care center most greatly influences which area of growth?
   a. physical
   b. emotional
   c. social
   d. intellectual

____ 6. Free play activities outdoors greatly contribute to which area of development?
   a. physical
   b. emotional
   c. social
   d. intellectual

4.3 CRITERION TEST (continued)

____ 7. A child that has difficulty remembering, needs help in which area of development?

a. physical
b. social
c. emotional
d. intellectual

____ 8. Thinking and reasoning are both a part of which area of development?

a. physical
b. emotional
c. social
d. intellectual

____ 9. Which of the following activities in a day care center best helps to develop gross motor co-ordination?

a. easel painting
b. block building
c. putting puzzles together
d. riding tricycles

____10. Sorting beads by color helps a child to improve his

a. motor co-ordination
b. self-image
c. visual discrimination

____11. Music activities help a child to develop

a. physically
b. mentally
c. emotionally
d. socially
e. all of the above

____12. Working with puppets is usually associated with which area?

a. Social Studies
b. Science
c. Math
d. Language Arts

____13. Cooking experiences for the pre-schooler are usually associated with which area?

a. Science
b. Math
c. Language Arts
d. all of the above

4.3 CRITERION TEST (continued)

____14. An outside activity using an 8" rubber ball is usually a part of
a. Science
b. Math
c. Movement Education

____15. Pouring material from one container to another in sand and water play can help develop concepts in
a. Art
b. Social Studies
c. Math
d. Music

Answer TRUE or FALSE for each of the following statements as they relate to a developmental child care center.

____ 1. Developmental child care centers have specific goals to help each child develop at his own speed.

____ 2. Parents are not consulted as these goals are designed.

____ 3. The care a child receives at a developmental center will vary according to the philosophy of each center.

____ 4. Most children in day care just play all day - they don't learn.

____ 5. Toys are used as tools for learning and as aids for developing muscles and bodies.

____ 6. Children learn manipulation skills by using their hands to put their thoughts into a visible form.

____ 7. The finished product in an art activity isn't as important as the development of eye-hand coordination, perception of color and concepts of composition.

____ 8. Children should be corrected immediately when they make a mistake in an art project.

____ 9. Woodworking activities provide opportunities to develop creativity and manipulative skills, observe safety rules, and learn responsibility for the care of tools.

____10. Many little children who come to child care centers don't even know what to do with blocks.

COURSE FUNDAMENTALS OF CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd.) BASIC SKILLS OF CHILD CARE SERVICES

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.4	After reading the text and selected references and visiting a comprehensive child care center, the students will successfully identify the important features of this type of center including children's health and safety, food and clothing for children, and handling emergencies and their relationship to each other by scoring at least 29 on the criterion measure.	4.4	See attached test.

4.4 CRITERION TEST

BASIC SKILLS OF CHILD CARE SERVICES

DIRECTIONS: Answer these questions on a separate sheet of paper.

1. List four (4) of the six (6) signs of a healthy child.

2. List four (4) of the six (6) points of information all child care centers should have available at all times.

3. List eight (8) signs of possible ill health among children.

4. List five (5) conditions that are potential safety hazards.

5. List in order the seven (7) steps in handling an emergency.

6. List three (3) safety features to be considered when buying children's clothing.

7. Make seven (7) suggested guidelines to help in dealing with children at mealtime.

COURSE FUNDAMENTALS OF CHILD CARE SERVICES

TERMINAL PERFORMANCE OBJECTIVE NO. 4.0 (cont'd.) BASIC SKILLS OF CHILD CARE SERVICES

NO.	INTERMEDIATE PERFORMANCE OBJECTIVES	NO.	CRITERION MEASURES
4.5	After reading the text and selected resources and class discussion, the students will indicate a knowledge of the factors which influence behavior in young children and those factors which promote responsible behavior in children by scoring at least 15 on the criterion measure questions.	4.5	See attached test

4.5 CRITERION TEST (continued)

DIRECTIONS: Answer TRUE or FALSE to each statement.

____ 1. Discipline and punishment are the same.

____ 2. Be consistent about giving a child choices.

____ 3. Offer a child a choice only when one is available.

____ 4. Too much freedom will never be harmful to a child.

____ 5. Children really do want to have behavior limits set for them.

____ 6. Children should be punished if they don't like the limits set.

____ 7. You shouldn't make a big issue over a child's lying.

____ 8. Don't give a child a decision to make unless you plan to honor it.

____ 9. Discipline provides training which should help a child to learn to control his actions.

____10. All limits on behavior should be explained in detail to a child.

FUNDAMENTALS OF CHILD CARE SERVICES

4.5 CRITERION TEST

BASIC SKILLS OF CHILD CARE SERVICES

DIRECTIONS: Match the following words in Column B, dealing with behavior, with the appropriate definition in Column A.

COLUMN A

____ 1. receive recognition, feel significant

____ 2. retaliation

____ 3. appropriate action at a given time, place and situation

____ 4. inappropriate action at a given time, place and situation

____ 5. need to feel in command

____ 6. action not generally approved, not tolerated

____ 7. ability to think and reason

____ 8. used to gain sympathy; unmovable, uncooperative

____ 9. modeling behavior after someone

____10. stimulus is used to bring pleasure and to gain repeat behavior

COLUMN B

A. positive behavior

B. negative behavior

C. exceptional behavior

D. attention getting

E. desire for power

F. revenge

G. disability

H. imitation and identification

I. reinforcement

J. insight

FUNDAMENTALS OF CHILD CARE SERVICES

BASIC SKILLS OF CHILD CARE SERVICES

KEY TO CRITERION TESTS:

4.0 Teacher judgement and score card rating

4.1

1. A	6. C	
2. B, C	7. B, C	
3. A	8. C	
4. B,C	9. C	
5. A	10. C	

4.2

1. C	6. B	11. F	16. F
2. A	7. B	12. H	17. F
3. B	8. G	13. H	18. H
4. D	9. E	14. F	19. F
5. D	10. F	15. G	20. H

4.3 MULTIPLE CHOICE

1. B, C	6. A	11. C
2. B, C	7. D	12. D
3. B	8. D	13. D
4. B	9. D	14. C
5. C	10. C	15. C

TRUE or FALSE

1. T	6. T
2. F	7. T
3. T	8. T
4. F	9. T
5. T	10. T

4.4 1. a. sleeps soundly
b. eats without much coaxing
c. gains steadily in height and weight over the months
d. few aches and pains
e. teeth in good condition
f. enjoys both individual and group activities

2. a. a telephone number of family and center-related doctors and other medical personnel
b. emergency telephone number of all hospitals in the area
c. telephone number of local poison center available
d. procedures for securing ambulance service

FUNDAMENTALS OF CHILD CARE SERVICES

BASIC SKILLS OF CHILD CARE SERVICES

KEY TO CRITERION TESTS: (continued)

4.4 (continued)

e. telephone number of police and fire stations
f. telephone numbers and names of each child's parents, guardians, relatives or friends to be contacted in case of an emergency.

3. Consult text and/or State Guide

4. Consult text and/or State Guide

5. a. remain calm, do not panic
b. before taking action, observe the situation carefully and quickly
c. if a child needs immediate attention, give only necessary help according to prescribed methods
d. call an ambulance or doctor if necessary
e. stay close to the child until help arrives
f. as soon as the child is attended, notify the child's parents or guardian
g. file a report (formal or informal - as required) of accident or illness

6. a. bright colored outer clothing
b. accessory details securely fastened to garment
c. fire-resistant and non-flammable

7. a. serve small amount of food
b. encourage group feeding
c. small tastes of new foods
d. allow children to help all they can in preparing food as well as the table
e. avoid nagging
f. let children make a choice between foods and vegetables for instance
g. provide a casual, relaxed atmosphere
h. allow children to help themselves to as much as possible

4.5

1. D	5. E	9. H
2. F	6. C	10. I
3. A	7. J	
4. B	8. G	

1. F	5. T	9. T
2. T	6. F	10. F
3. T	7. T	
4. F	8. T	

HERO ACTIVITIES

FUNDAMENTALS OF CHILD CARE OCCUPATIONS

T.P.O. 1.0 ORIENTATION AND EXPLORATION OF CHILD CARE OCCUPATIONS

1. Role-play careers in club meeting or with children
2. Bring in resources on job opportunities
3. Teach mini-units in consumer education to elementary
4. Make shopper guides for parents
5. Visit an orphanage, make gifts
6. Volunteer in Head Start, day care centers, kindergartens, church centers

T.P.O. 2.0 BASIC EMPLOYABILITY SKILLS

1. Public speaking contest
2. Bring in community resources on job etiquette
3. Bring in school psychologist for personal problems
4. Camping trip or trip to Six Gun, Disney World, etc.
5. Bi-centennial Project
6. Valentines Day carnation orders
7. Grooming project for pre-school
8. Participate in school project
9. Conduct rummage sale
10. Role-play job interviews, telephone etiquette
11. Competition in job interviews
12. Field trip to employment office
13. Cooperate with occupational specialist setting up job file

T.P.O. 3.0 Growth and Development

1. Assist with measuring and weighing children
2. Make puzzles, toys for different age levels
3. Work with retarded, handicapped, etc.
4. Tutoring pre-school or elementary children
5. Plan and make equipment for large and small motor development
6. Raise money for shoes, clothing, health needs for needy children
7. Collect for UNICEF, March of Dimes, etc.
8. Conduct a Beautiful Baby Picture contest

T.P.O. 4.0 BASIC SKILLS OF CHILD CARE SERVICES

1. Take children on field trip to Zoo
2. "Children of Yesterday" Bi-centennial Project
3. Observe children for referral
4. Make a mural for child care center, hospital playroom, etc.
5. Volunteer in Head Start, day care centers, kindergartens, church centers
7. Big Sister/Brother Club for pre-schoolers
8. Provide speech services and play for handicapped
9. Provide safety program for center or elementary school
10. Ecology day - clean up environment for health and safety
11. Show films to children on health, safety relations
12. Plan party with nutritious snacks instead of empty calories
13. Teach nutrition to pre-school and elementary
14. Teach food safety to children
15. Present skit or puppet show on nutrition
16. Resource on fire retardant infant clothing and furnishings
17. Collect odds and ends, teach children how to make toys
18. Collect toys and repair for needy
19. Toy safety demonstration, radio spot or newspaper article
20. Teach games to pre-schoolers
21. Make climbing, crawling and balance equipment
22. Halloween Trick-or-Treat for Toys for Tots
23. Arrange to clean up vacant lot for playground
24. Painting party - paint a child care center for a church
25. Have Open House for parents, school
26. Make and frame pictures for center
27. Make outdoor playground equipment
28. Let children help with baking and bake sale
29. Develop games for pre-schoolers
30. Make field trip resource guide for pre-schoolers
31. Include snack preparation by children and teach food safety and nutrition
32. Make learning dolls for buttons, zippers, lacing practice
33. Have story hour and puppet shows for pre-schoolers
34. Teach table manners to pre-schoolers
35. Present skit on occupation

(T.P.O. 4.0 continued)

36. Tape stories for children and lend to centers
37. Arrange to use a vacant lot for garden, earth science
38. Repair equipment, paint center, etc., for school or church